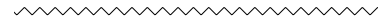


# STAAR Alternate 2 Spring 2015 and 2016

## Grade 3 Reading Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3
<p><b>Understanding Across Genres:</b> The student will demonstrate an ability to understand a variety of written texts across reading genres.</p>	<p><b>Understanding and Analysis of Literary Texts:</b> The student will demonstrate an ability to understand and analyze literary texts.</p>	<p><b>Understanding and Analysis of Informational Texts:</b> The student will demonstrate an ability to understand and analyze informational texts.</p>
<p><b>Knowledge and Skills Statement</b>  <b>(3.4) Reading/Vocabulary Development.</b>            Students understand new vocabulary and use it when reading and writing. (Readiness and Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies new vocabulary words using a variety of strategies.</p>	<p><b>Knowledge and Skills Statement</b>  <b>(3.5) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical and contemporary contexts and provide evidence from the text to support their understanding. (Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies themes in fables, legends, myths, or stories.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(3.6) Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. (Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies the structure and elements of poetry.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(3.8) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness Standard)</p> <p><b>Essence Statement</b>            Identifies plot and character interaction in literary texts.</p>	<p><b>Knowledge and Skills Statement</b>  <b>(3.13) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (Readiness Standard)</p> <p><b>Essence Statement</b>            Identifies the main idea and supporting details in informational texts.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(3.15) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)</p> <p><b>Essence Statement</b>            Uses information from graphic features in procedural texts.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(3.19) Reading/Comprehensions Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. (Readiness Standard)</p> <p><b>Essence Statement</b>            Uses a variety of strategies to demonstrate comprehension of informational texts.</p>



**Knowledge and Skills Statement**

**(3.19) Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. (Readiness and Supporting Standard)

**Essence Statement**

Uses a variety of strategies to demonstrate comprehension of literary texts.